

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY331272    |
| <b>Inspection date</b>         | 25/02/2010  |
| <b>Inspector</b>               | Jo Rowley   |
| <b>Type of setting</b>         | Childminder |

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the childminding

The childminder registered in 2006. She lives with her husband and two children aged seven and nine in Shillington, near to Hitchin, Hertfordshire close to shops, parks, schools and public transport links. The whole of the downstairs and an upstairs bedroom of the childminder's house, are used for childminding and children have access to a fully enclosed rear courtyard for outside play. The family has no pets.

The childminder provides care on each weekday during term time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding four children in this age group, all on a part time basis. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed good links with parents, carers and other agencies and regularly shares information about the children. This enables her to have a thorough knowledge of each child's individual needs and interests. The childminder uses this knowledge and her good understanding of the Early Years Foundation Stage, to provide a wide range of activities and experiences that generally helps to promote children's individual learning and development. The childminder regularly reviews and evaluates her work with the self evaluation procedures she has in place, enabling her to build a clear picture of her practice and make changes where required. Therefore, she provides a service which is responsive to the needs of children and their families.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing that children take part in (Safeguarding and promoting children's welfare). 11/03/2010

To further improve the early years provision the registered person should:

- ensure that planning is organised to incorporate children's individual next steps.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is generally promoted because the childminder has a good understanding of her role and responsibilities relating to safeguarding children. She is currently in the process of updating her understanding of safeguarding through additional training and has devised her own written procedures, which are shared with parents, to identify any child who may be at risk. This enables her to take appropriate action if required. Children are building up a good understanding of how to keep themselves and others safe as they regularly practise the emergency evacuation plan. They are encouraged to learn about minimising risks to each other through gentle reminders, such as tidying up to avoid slipping over the resources that are out. Clear risk assessments and daily checks ensure that hazards inside the home are minimised in order to keep children safe. However, risk assessments are not completed for each outing that the children participate in, therefore, their safety and welfare outside of the childminder's home, are potentially affected.

The childminder's procedures for self evaluation are effective. She regularly reviews and evaluates her setting to see where improvements can be made. As part of the self evaluation procedures parent and child questionnaires have been completed and the childminder has made changes in line with the feedback she received. For example, allowances, including a separate quiet area, have now been made for older children wishing to complete their homework whilst they are at the childminder's house. Therefore, the childminder is responsive to the needs of the children and parents. The childminder fully encourages discussion with parents and regularly informs them of their children's progress through the sharing of their individual observation files. The childminder effectively liaises with external agencies to ensure that each child is offered the support they require and she works closely with the staff at the local pre-school, therefore, promoting a consistent approach.

The childminder works very closely with parents and carers to ensure that she fully understands each child's background and particular individual needs, therefore, providing a service which is inclusive to all children and their families. The childminder fully promotes children's understanding of differences as she develops their learning through, for example, reading books, having discussions whilst out walking in the village or using art and craft opportunities when learning about different religions and cultures. Therefore, children's understanding of diversity is promoted. Resources are of good quality and are age and stage appropriate. They are stored in a playroom where children can self select resources, promoting their independence.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in all areas of their learning and are fully supported in this because the childminder has an effective understanding of the Early Years

Foundation Stage. She implements appropriate procedures for observing and assessing children and she uses this information when planning, informally. She provides relevant and interesting activities, which are adapted to suit each child, promoting inclusion. However, although, observations are completed for each child and their next steps are recorded these are not used to inform planning and, therefore, children's individual learning and development needs are not always promoted.

Children's behaviour demonstrates that they feel safe and secure. They confidently play alone, together or with the childminder and have regular opportunities to make independent choices about their play. Children access the resources available, whilst the childminder supports them to ensure that they are appropriate for their ages and stages of development. Children's development is promoted because the childminder enthusiastically joins in with their play. For example, as one child plays with the dolls the childminder joins in. The child then gets a book all about babies and together they look at this talking about the different things the baby is doing.

Children have opportunities to develop their problem solving and numeracy skills in everyday activities such as when they play lotto games or when talking about the shapes on the chalk board. They enjoy opportunities to develop their knowledge and understanding of the world as they use battery operated toys and enjoy making perfume from rose petals. The childminder ensures that her setting is an inclusive environment where all children feel secure. They are observed to be happy and content and they respond to the childminder in a warm and friendly way, going to her spontaneously for a cuddle.

Children's behaviour is good, because the boundaries and ongoing explanations the childminder gives about behaviour promote their feelings of security. Children have a good understanding of appropriate behaviour as they are gently reminded, during their play, to share resources. Children of all ages and stages are included in the activities offered because the childminder ensures that these are adapted to suit the individual child, promoting inclusion. Children's skills in communication, language and literacy are developing well through daily opportunities for singing and they have independent access to a baby grand piano where they enjoy making up their own songs and music. They are also able to self select books, which they choose from the playroom, and enjoy listening to stories with the childminder.

Children have opportunities to develop their skills for the future through the provision of small world toys, dressing up clothes and imaginative toys where their imaginations are encouraged. An example of this is where children are playing with the tea set, they make each other cups of tea and share the resources together. Children's physical development is well promoted as they are encouraged to participate in a range of different opportunities including visiting different toddler and childminding groups, they enjoy walks in the local woodland area and play on the static equipment at the local park. Children's understanding of health and hygiene practices are promoted as they wash their hands before snacks and meals and the childminder encourages them to eat five portions of fruit and/or vegetables a day as part of a healthy and nutritious diet.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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